

This paper address the 9 principal competencies and TF indicators.

#### Domain I- School Community Leadership

##### Competency - 001

THE PRINCIPAL KNOWS HOW TO SHAPE CAMPUS CULTURE BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION AND STEWARDSHIP OF A VISION OF LEARNING THAT IS SHARED AND SUPPORTED BY THE SCHOOL COMMUNITY.

During the course of this internship, I have actively participated in the process of collecting information needed from both external and internal resources such as TEA and procured stakeholder input as part of the update and maintenance of each of these critical documents: District Improvement Plan, the Campus Improvement Plans, and the Technology Plan. Each document serves as the articulation instrument of the community's vision of learning and its plans to achieve the goals detailed within. They each provide strategies and procedures to implement and assess successful achievement of campus, district, and community vision for teaching and learning within Falls City ISD.

This also demonstrates Technology Facilitation Standard II

##### Competency – 002

THE PRINCIPAL KNOWS HOW TO COMMUNICATE AND COLLABORATE WITH ALL MEMBERS OF THE SCHOOL COMMUNITY, RESPOND TO DIVERSE INTERESTS AND NEEDS AND MOBILIZE RESOURCES TO PROMOTE STUDENT SUCCESS.

As the technology director, and an internship candidate, I utilize email, snail mail, texting, our school web site, and informal and formal personal conversations gather stakeholder input for the various planning processes and to provide stakeholders with day-to-day information, student progress or the lack thereof, as well as maintaining the student activities calendar and lunch menus. Additionally, I create paper and digital surveys to gather input regarding campus climate and community direction for possible technology oriented projects and direction for both campus improvement and technology plans. In order to better meet the needs of the staff and community, I will provide a set of "HowTo" videos for using some of the open source tools we used in this class to complete online collaborative projects. I have already started using Dropbox to distribute large files, and have started the process of possibly moving email into Google and creating a Google+ identity for the school. Many students and parents have adopted Facebook and Tweeter, I plan to have my new helper create a Facebook and Tweeter presence for the district.

The underlying, but well understood focus for all these activities is to, provide a well-rounded education and educational climate to promote student success for all students.

This also demonstrates Technology Facilitation Standard VI.

##### Competency – 003

THE PRINCIPAL KNOWS HOW TO ACT WITH INTEGRITY, FAIRNESS AND IN AN ETHICAL AND LEGAL MANNER.

Staff, students, and parents are schooled in the responsible and ethical use of technology in an ongoing process each year. Teachers are provided with resources and instructional Cyber Safety, ethics, and anti-bullying booklets by USAC, those

resources will be supplemented with check off lists and tutorial lesson resources provided by TCEA's Lori Gracey as part of the packet given to teachers the first day of in-service. I monitor the district's content filter. If necessary, I demonstrate to students how much information about their computer and internet use is collected by the filter, to "scare" them into compliance. When teachers want software for classroom use, I make sure we have purchased the appropriate licensing, if funds are available for the name brand software. If funds are not available, I do not allow teachers to use a friend's pirated copy, but rather download, install and demonstrate Gimp. This year, thanks to this class, I can add a couple of online photo editing resources. This demonstrates to teachers and students who are always watching, that pirating software is not OK and that adults must adhere to the same rules as students.

This also addresses Technology Facilitation Standard II

Domain II- Instructional Leadership

**competency 004**

THE PRINCIPAL KNOWS HOW TO FACILITATE THE DESIGN AND IMPLEMENTATION OF CURRICULA AND STRATEGIC PLANS THAT ENHANCE TEACHING AND LEARNING; ENSURE ALIGNMENT OF CURRICULUM, INSTRUCTION, RESOURCES AND ASSESSMENT; AND PROMOTE THE USE OF VARIED ASSESSMENTS TO MEASURE STUDENT PERFORMANCE.

Once the technology, campus, and/or district plans are in place, I work with other campus administrators, teachers and community members to put the plans into action. That may mean helping to arrange professional development, parent's STAAR night(s), soliciting volunteers, informing parents, students, i.e. the community of timelines for student activities, assessments, etc. During the course of this internship that has meant that I stepped back from plans for interactive clicker activities to promote higher order thinking skills. Instead, I investigated appropriate research based professional develop and digital curriculum alignment tools to provide teachers with necessary training and teaching and learning tools they need in order to teach content and critical thinking skills to the depths required for student success on the new statewide STAAR assessments. CSCOPE includes a variety of instructional tools to meet the needs of diverse student populations including differentiated curriculum suggestions, standard and alternate assessment tools, including benchmark assessments. I will be training teachers how to use CSCOPE and managing the system in our district. I will make the "Tiny Tech" lessons made during this course to available on the school website for easy access and to increase teacher use of the growing list of free interactive online technology tools. I need to address this in the next four weeks to get this activity completed within the time frame of my internship plan.

Also demonstrates Technology Facilitation Standard III and IV.

**competency 005**

THE PRINCIPAL KNOWS HOW TO ADVOCATE, NURTURE AND SUSTAIN AN INSTRUCTIONAL PROGRAM AND A CAMPUS CULTURE THAT ARE CONDUCTIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH.

During the course of my internship, I have not only been part of the campus and technology planning processes, but I have also worked directly with students in

support of their efforts to utilize technology to receive both dual credit and credit recovery coursework. In so doing, the district offers every student researched based avenues to academic success. It is important to note that providing this coursework provides our rural students with the ability to achieve the distinguished graduation seal on their diplomas, but more importantly enables them to earn up to 21 hours of college credit without having to drive to a college campus ( nearest is 45 minutes away). This decreases the likelihood they will be killed in a vehicle accident, save natural resources, increases family time, and enables students to stay in sports and achieve academic course completion that would otherwise be impossible and is one of the reasons our top athletes also earn state academic honors within their sports.

On the other side of the coin, this coursework relies on technology infrastructure, staffing, scheduling, and resource allocation. If the infrastructure does not work, the programs will fail; it is critically important that each piece works, and as the Technology director, it is my job to oversee, the day-to-day operations, management, deployment of new equipment, facilitation of technology instruction, etc. to make sure student and staff educational opportunities are not lost due to an infrastructure issue.

Also demonstrates Technology Facilitation Standard V.

#### **competency 006**

THE PRINCIPAL KNOWS HOWTO IMPLEMENTA STAFF EVALUATIONAND DEVELOPMENT SYSTEM TO IMPROVE THE PERFORMANCE OF ALL STAFF MEMBERS, SELECT AND IMPLEMENT APPROPRIATE MODELS FOR SUPERVISION AND STAFF DEVELOPMENT AND APPLY THE LEGAL REQUIREMENTS FOR PERSONNEL MANAGEMENT.

The PDAS instrument(s) the district currently uses is available from the regional service center as a download to enable teachers to self-assess, develop an annual set of goals, and then evaluate their achievement. The system provides appropriate and legal strategies for evaluating, documenting, promoting, and dismissing employees. The system, as implemented by our district is minimally invasive, and involves supplementation with the principal's walkthrough notes. I was approached last year by the principal with a request to develop a pad application that could automatically update and archive each walkthrough for each teacher. I investigated a couple of apps and found one that sounded very promising as I was reading an article for course I was in at the time; however, without wireless infrastructure to support live input regardless of the principal's location on campus, it is not feasible. In order to support wireless, the wired infrastructure and supporting servers has to be sufficient; the district's wasn't, but by the beginning of school it should be able to support wireless additions. That will be the focus of a great deal of research so that the wireless infrastructure can be deployed next summer. Hopefully, this is an area that will offer more versatile applications as well as more robust wireless and pad solutions to support evaluations, ongoing professional development, and lifelong learning endeavors by all staff. I felt in order to better fulfill this job requirement, I needed my Educational Technology Leadership master's degree and I believe I have learned many new ways to help teachers to ethically and legally utilize digital resources for classroom curriculum development, and personnel management.

This also demonstrates Technology Facilitation Standard I.

**competency 007**

THE PRINCIPAL KNOWS HOW TO APPLY ORGANIZATIONAL, DECISION-MAKING AND PROBLEM-SOLVING SKILLS TO ENSURE AN EFFECTIVE LEARNING ENVIRONMENT.

My internship has provided an opportunity for me to demonstrate my abilities to manage groups of students, parents, and staff communications, and input gathering for the purpose of gathering information to supplement, and/or change goals and objectives for each of the district, campus, and technology plans in an effort to ensure the maintenance of an effective learning environment. These experiences enabled me to analyze the situation with respect to the district's technology infrastructure and determine that in order to fulfill the vision of exemplary achievement in an effective learning environment supported with internet based curriculum and curriculum resources, the infrastructure needed to be brought up to higher standards and a researched based curriculum alignment tool would be a better systemic approach to the problem of STAAR readiness than a few "Project Potluck" interactive response system activities. I sought input from local and nearby administrators and teachers, and experienced the features of CSCOPE, a research based curriculum alignment tool, during my Lamar coursework. This input gave me the confidence to recommend the Superintendent and Principal give it consideration as a preparation resource for our teachers. They did and we will be deploying it in the fall.

This also meets Technology Facilitation Standard II

**DOMAIN III —ADMINISTRATIVE LEADERSHIP**

**competency 008**

THE PRINCIPAL KNOWS HOW TO APPLY PRINCIPLES OF EFFECTIVE LEADERSHIP AND MANAGEMENT IN RELATION TO CAMPUS BUDGETING, PERSONNEL, RESOURCE UTILIZATION, FINANCIAL MANAGEMENT AND TECHNOLOGY USE.

Each year, this internship period was no exception, I provide the superintendent with an itemized list of items and or services related to technology that need to be included in the budget. This becomes part of the superintendents master proposed budget and is presented to the school board in July, for adoption by the school board. I generally try to add extra for unexpected expenses; however, I have been very successful at staying under the budget in most years. Although this internship period did not involve the administration of any grants other than the E-RATE program cycle. I would like to point out that I was the district contact for several TIF grants over about 8 years, in which the district and (county for the community network grant) was awarded about \$500,000.00, a USDE special project award of a 220' radio tower worth about \$250,000. at that time, and a USDA RUS grant partnership that provided the district with about \$50,000. In video conferencing equipment and computers for our original dual credit room. All of the TIF projects I managed were completed on time and under or at budget and relied on my telecommunications communication and technical abilities, budgeting, time and resource management skills. The purpose of these projects and my degree acquisition are to provide, manage, and facilitate the ongoing use of technology to fulfill student educational needs for our diversely talented student

body. These are skills that are used in the course of my assignment as Technology director and maybe in the future as a principal.

This also meets Technology Facilitation Standard I.

**competency 009**

THE PRINCIPAL KNOWS HOW TO APPLY PRINCIPLES OF LEADERSHIP AND MANAGEMENT TO THE CAMPUS PHYSICAL PLANT AND SUPPORT SYSTEMS TO ENSURE A SAFE AND EFFECTIVE LEARNING ENVIRONMENT.

As you read through the above items, you no doubt have discovered that a large portion of my day centers on the maintenance of the physical plant of the technology infrastructure in our district. Changes to the phone system are being made in response to the issue of the entire phone system being dead when the power goes out. Something that is not acceptable during a crisis or emergency situation. I have completed the state's crisis management courses and have an active part, as technology director, in crisis management preparedness. Part of this preparedness includes making sure all public notices for student services; food services, health services, and transportation are readily available on the website. Among the items posted are staff and student Responsible Use plans which provide a detailed outline of responsible computer and network use. Teachers also provide Cyber Safety lessons and I provide as needed assistance and instruction in this area.

Technology Facilitation Standard I, VI are met with these activities.

In discussing my internship plan as presented in May 2011, with the Principal as that version was presented for her approval she gave approval of the process, but indicated that she wanted me to focus my efforts, not just on providing technology activities but in addressing the larger issue of preparing teachers to prepare students for making the leap from TAKS oriented process thinking to the deeper cognitive thinking processes that would be assessed on the STAAR assessments. We both agreed a more systemic approach was needed. My action research question became what interactive research based digital tool(s) can be utilized by teachers to teach students how to process new subject knowledge using the cognitive processes that will be assessed by STAAR. During my internship I researched and was exposed to a variety of ideas for creating this knowledge base of resources for teachers- from scratch, that is a daunting task; however, when I had the opportunity to utilize CSCOPE resources to determine the content focus for one of my Master's Degree projects, I realized that, if we had reliable infrastructure to ensure daily access whenever teachers need the tool, it met the requirements for a systemic approach to aligning our K-12 curriculum to fill the gaps revealed in the first round of STAAR assessments last spring. I made a suggestion to the both the Superintendent and Principal and we all started interviewing friends and acquaintances in other districts who have already begun using CSCOPE. We sought and received both teacher and administrator input and discussed the tool with other lead staff on both campuses. The "nugget" of wisdom from all sources was that this tool has wonderful resources, especially for those not comfortable with methods of teaching content to the level of cognition being assessed by STAAR; however, it should be left up to each professional to determine how and when to deploy the resource tools within their own practice. The principal has instructed me to edit the plan to show this decision process and strategies for deploying the tool on both high school and elementary

campus. I also need to add the links to my “Tiny Tech” tools developed in the same course, for teachers and students to utilize in their own day-to-day teaching and learning and to update the student activities online calendar and lunchroom menus so the community can start planning around the school activities that start in mid-August.

The above additions starting with the changes noted in last week’s assignment, and pasted below will be made by week 5 in my internship plan.

*In light of these assessments and the events of the last 18 months: I have made several changes in my internship plan.*

- 1) I am adding the Cyber Safety Cipa tools provided by TCEA’s Lori Gracey to the cyber Safety resources and documentation of their efforts for ERATE;*
- 2) Add the mini-lessons created during my coursework as the Tiny Tech lessons;*
- 3) TL-II.b add item b) Utilize current research and available budget to plan and implement the infrastructure to support a digital learning environment infused with digital activities;*
- 4) TI-IIC Revise items 1 & 2 to discuss research of digital tools to align current curriculum standards as dictated by statewide STAAR assessments;*
- 5) Update TL-II.D to include SCOPE;*
- 6) Update TL-II.E to include resources developed during coursework, and the deployment of CSCOPE... de-emphasize project potluck or base its design on CSCOPE lesson modifications with cross curricular projects already outlined within CSCOPE Exemplar lessons.*
- 7) TL.II.F edit to address CSCOPE’s use instead of project potluck.*
- 8) Revisit assessment piece of TL.II-F #2.*
- 9) Revisit TL-III-A. and any other section solely dependent upon Project Potluck. Instead focus on deployment and support of CSCOPE, assessing effectiveness through student assessment results in benchmark assessments. Also where teacher technology skills are concerned make note of supporting instruction skills required to implement technology infused exemplar lessons within CSCOPE and make sure digital instructional resources are available for any time use in addition to structured 1:1 instruction when requested or within “study groups”.... There will be a lot more, I am sure.... See revised plan posted before Superintendent approval.*

Startz, P. (2012, 22 July), EDLD 5397- Internship for Supervision Homework Assignment.